Student: _____ **DOB:** _____ **SAIS Number:** _____ **Date:** _____
                                                                                                                                    Month/Year

School: _____

FORM 3-R Reading

AIMS-A CHECKLIST
Grades 3, 5, 8, 10, 11, 12
Ungraded Classes: Ages 9, 11, 14, 16, 17, 18

SCORING: Identify the level of each essential skill the student demonstrates. Write the score obtained in the corresponding column. Total scores obtained in each column for each page. At the end of each section (i.e., reading, writing, listening/speaking, and mathematics), add the subtotals for each column from each page and record the total.

FUNCTIONAL (Ages 3-21)
Within the functional context of home, school, work, and community environments, and using a variety of modalities which includes assistive technology, tangible and/or picture symbols, sign language, tactile finger spelling, Braille, written word, visual or tactual means, students know and are able to do the following:

STANDARD: READING	Comment	Emergent	Supported	Functional	Independent
		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1. Rotate pictures/book to correct left/right and up/down orientation. R-FS1 PO 2.					
2. Focus attention to features of objects/pictures given distracters. R-FS 1 PO 3.					
3. Systematically handle book or materials created for **sharing information** *(e.g., turning pages; locating sections, beginning/middle/end; handling and/or interacting with menus, bus schedules, and shopping lists).* **R-FS 1 PO 4.**					
4. Recognize survival words, logos, environmental **signs** *(e.g., job instructions, classroom or work schedules, locate correct bathroom or cleaning materials using labels, recognize poisonous items/dangers by signs/labels).* **R-FS3 PO 1.**					
Subtotal page 1:					

Student: _____ **DOB:** _____ **SAIS Number:** _____ **Date:** _____

Month/Year

School: _____

STANDARD: READING	Comment	Emergent	Supported	Functional	Independent
FORM 3-R Reading continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5. **Label objects/pictures. (e.g., drill -receptive and/or expressive). RFS3 PO 3.**					
6. **Tell story about objects/pictures. R-FS3 PO 4.**					
7. **Identify main character(s). RFS4 PO 1.**					
8. **Recall an event from a story. RFS4 PO 2.**					
9. **Recognize name. R-FS5 PO 1.**					
10. **Match upper and lower case letters. R-FS5 PO 2.**					
11. **Identify upper and lower case letter names. R-FS5 PO 3.**					
12. **Pair sound with letter symbol. R-FS5 PO 4.**					
13. **Use letter sounds to decode unfamiliar words** *(e.g., consonants/vowels/blends).* **R-FS5 PO 5.**					
14. **Match picture to word.** *(IEP Team determines)* **R-FS5PO 6.**					
15. **Read predetermined number of words *** *(e.g., TV schedule, cafeteria menu, common words, functional vocational words).* **IEP Team specifies number of words.* **R-FS5 PO 7.**					
Subtotal page 2:					
Subtotal page 1:					
READING TOTALS:					

10/01/01

SCORING: To obtain a total Reading score, add scores obtained in the Reading Standard subtotals from each column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Reading Score/Form 3: _____